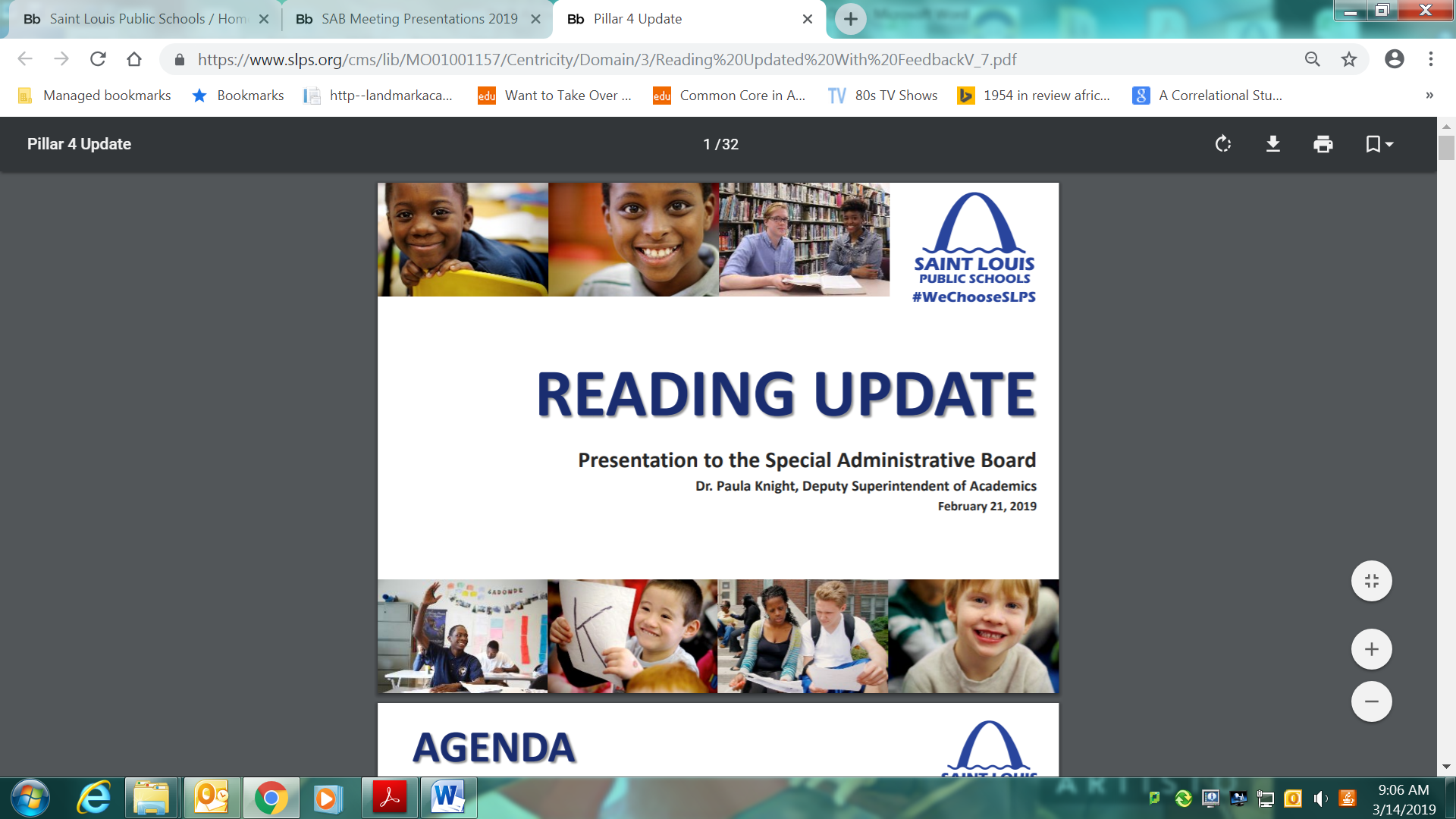
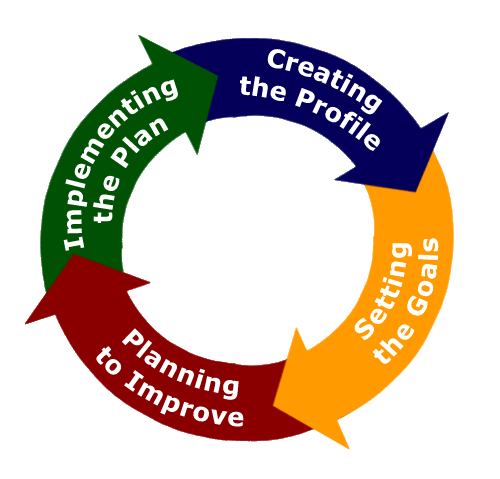
**2020**

**SLPS Accountability Plan Template**



**The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to School-wide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.**

**We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This Accountability Plan Template has as its foundation the following five pillars of the SLPS Transformation 3.0 Plan, which support the Continuous Improvement Theory of Action:**

**Pillar 1: The District creates a system of excellent schools**

**Pillar 2: The District advances fairness and equity across its system**

**Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments**

**Pillar 4: All students learn to read and succeed**

**Pillar 5: Community partnerships and resources support the District’s Transformation 3.0 Plan**

**2021-2022 ACCOUNTABILITY PLAN TEMPLATE Table of Contents**

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| **1** | School Profile, Mission, Vision, School Improvement Planning Committee |  |
| **2** | Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2021-2022 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements |  |
| **3** | The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan |  |

**SECTION 1**

**School Profile**

**Accountability Plan Template**

**(**[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) **and** [**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf)**)**

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| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**  **LEA**  ☑ **School** | **Name of LEA: Kacy Seals**  **Name of School: Central Visual & Performing Arts (CVPA)**  **School Code: #1860** | **Check if appropriate**   * **Comprehensive School**   **\*\*\*Requires a Regional School Improvement Team**   * **Targeted School**   ☑ **Title I.A**   * **Autonomous** |
| **Date: 05/15/2021** |  | |

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| **Purpose:**  To develop a plan for improving the top 3 needs identified in the need's assessment**.** |
| **School Mission:** Central Visual and Performing Arts High School fosters independent thinking in a creative and challenging environment, provides a diversified curriculum and environment, and prepares bright and talented artists for higher education and opportunities in the arts. |
| **School Vision:** Central Visual & Performing Arts High School leads in fostering intelligence, creativity, and independence. We encourage innovative teaching and learning in a community that is inclusive as well as compassionate. |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  ☑ **Title I.A School Improvement**   * **Title I.C Education of Migratory Children** * **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** * **Title II.A Language Instruction for English Learners and Immigrant Children** * **Title IV 21st Century Schools** * **Title V Flexibility and Accountability** * **Individuals with Disability Education Act** * **Rehabilitation Act of 1973** * **Carl D. Perkins Career and Technical Education Act** * **Workforce Innovation and Opportunities Act** * **Head Start Act** * **McKinney Vento Homeless Assistance Act** * **Adult Education and Family Literacy Act** * **MSIP**   **Other State and Local Requirements/Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.**

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| **School Planning Committee** | | | |
| **Position/Role** | **Name** | **Signature** | **Email/Phone Contact** |
| Principal | Kacy Seals |  | kacy.seals@slps.org |
| Assistant Principal | Perry Anselman |  | perry.anselman@slps.org |
| Academic Instructional Coach | Veronica Rovira |  | veronica.rovira@slps.org |
| Family Community Specialist | Sherri Reed-Parker |  | sherri.reed-parker@slps.org |
| Guidance Counselor | Tawana Hall |  | tawana.hall@slps.org |
| SPED Staff (if applicable) | Sharonda Jefferson |  | sharonda.jefferson@slps.org |
| ISS/PBIS Staff (if applicable) | Manfret McGhee |  | manfret.mcghee@slps.org |
| Teacher | Jason McClelland |  | jason.mcclelland@slps.org |
| Teacher | Margaret Schuh |  | margaret.schuh@slps.org |
| Parent | Kimberly Johnson |  | johnsonk1285@yahoo.com |
| Parent | Maisha Ellison |  | maisha.ellison@slps.org |
| Support Staff | Angela Thomas |  | angela.thomas@slps.org |
| Network Superintendent | Derrick Mitchell |  | derrick.mitchell@slps.org |
| *Other* |  |  |  |

**SECTION 2**

**Comprehensive Needs Assessment**

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| **Comprehensive Needs Assessment \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) | | |
| **Student Demographic** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Student Enrollment as of 3/1** | 391 | Enrollment has remained steady for the last 5 years |
| **Grade Level Breakdown** | **9th** – 112; **10th** – 119; **11th** – 76;  **12th** – 97 | 9th and 10th graders account for 60% of our population |
| **Ethnicity** | **B** – 77%; **W** –15%; **H** – 7%; **A** – 1% | Students are predominantly African American |
| **Attendance** | **90/90** – | Students are currently both in-person and virtual |
| **Mobility** | 21.50% | Families tend to move several times during the year |
| **Socioeconomic status** | 100% | All students receive free and reduced lunch |
| **Discipline** | OSS-3 | OSS has remained under 3% over the last 5 years |
| **Limited English Proficiency** | 9% | ELL population has increased steadily over the last 5 years |
| **Special Education** | 13.8% | IEP population has increased steadily over the last 5 years with IEP students primarily enrolled in CT classes. Currently, there are four self-contained classrooms (2 Literature courses and 2 Study Skills courses) |

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| **Strengths** | **Weaknesses** | **Needs** |
| Low OSS numbers | 90/90 Attendance | Diverse student population (currently only 25% are male) and teachers (currently only 30% are African American) |
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| **Student Achievement**  ***(Please analyze your achievement data for 18-19 and provide an explanation for the current performance data.)*** | | | | |
| **Goal Areas** | **2019-2020 performance** | **2020-2021 Goal** | **Current Performance\*** | **Explanation/Rationale for Current Performance** |
| **ELA** | canceled COVID | 300 |  | Students lack fundamental skills for E2 proficiency |
| **Reading** | n/a | n/a |  | n/a |
| **Math** | canceled COVID | 300 |  | Students lack fundamental skills for ALG proficiency |
| **Science** | canceled COVID | 300 |  | Students lack fundamental skills for BIO proficiency |
| **Social Studies** | canceled COVID | 370 |  | Students meet expectations towards GOV proficiency |
| **CCR** |  |  |  |  |

\**Please include any data tables, charts, graphs, etc. to support your current performance below\**

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| **Strengths** | **Weaknesses** | **Needs** |
| GOV scores are near proficient consistently | Number of students who read below grade level | Reading Specialist to support our students’ needs |

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| **Curriculum and Instruction**  ***(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Learning Expectations** | Priority and GL Standards | Teachers plan lessons around Priority Standards, utilize PLC structures to look at student data, share best practices and create teacher accountability within the PLC. |
| **Instructional Programs** | IXL Math, Writing Workshops | These programs will help with student GL growth |
| **Instructional Materials** | Curriculum guides, online supplemental materials | Necessary for quality instruction |
| **Technology** | Smartboards, Laptops, Tablets | Necessary for quality instruction |
| **Support personnel** | AIC and FCS | Personnel critical for providing quality instruction and student support services |

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| **Strengths** | **Weaknesses** | **Needs** |
| PLC structure | Data – which data points to focus on and how to use that data effectively | Student technology (assigned laptops) |

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| **High Quality Professional Staff**  ***(How are you ensuring that all students are taught by a high-quality teacher?)*** | | |
| **Data Type** | **Current Information** | **Reflections** |
| **Staff Preparation** | Professional Development – ongoing and connected to goals | Intentional and deliberate PD to support mission and vision |
| **Staff Certification** | Certified Staff | Highly qualified staff with all staff certified |
| **Staff Specialist and other support staff** | Academic Instructional Coach  Family Community Specialist | Work to support the entire school (student, staff and parents) |
| **Staff Demographics** | 11 females, 16 males; 8 Black,19 White | Staff is becoming more diverse |
| **School Administrators** | Certified | Principal and Assistant Principal are certified |

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| **Strengths** | **Weaknesses** | **Needs** |
| All academic teachers are certificated | Lack of inclusion training and implementing culturally responsive pedagogy with fidelity | PD on inclusion training and providing culturally responsive pedagogy |

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| **2021-2022 Priorities Prioritized areas of *Need* for 2020-2021 based on needs assessment/data analysis** |
| **Leadership:** By May 2022, school leadership will retain 90% of staff by demonstrating school leadership around:  1) all staff nearing proficiency and in support of trauma informed practices, inclusion training and implementing culturally responsive pedagogy  2) instructional and support staff attaining confidence in curriculum  planning , use of data, and implementation of student engagement strategies and 3) developing a professional culture of high expectations,  recognition of successes, and effective collaboration practices as evidenced by 90% of staff retained. |
| **Reading:** Improve ELA proficiency rates by developing teachers in quality reading strategies and interventions |
| **Mathematics:** Improve math proficiency rates by developing teachers in quality mathematics strategies and interventions |

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| **Root Causes**  ***Determine the Root Causes of the needs listed above using the 5 Whys:*** |

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| **Root Cause Analysis #1** | |
| **Need #1- Please describe the need:** | Students will increase their math proficiency scores on local and standardized assessments by the end of the 2021-2022 school year by at least two grade levels. |
| **Why?** | Students lack the fundamental skills for math proficiency as measured on the End of Course exam. |
| **Why?** | Students struggle to master fundamental math skills in grades beginning in 2nd grade and continuing until they enter high school. |
| **Why?** | Math teachers lack strategies to effectively differentiate instruction as students GLEs range from 2nd to 12th grade ability. |
| **Why?** | There is not enough instructional time for math teachers to provide the necessary interventions to raise students’ skills to grade level and still cover all the 9th grade standards assessed on the End of Course exam. |
| **Why?** | Students are on average four grade levels behind in math literacy by the time they enter high school. |
| **Root Cause** | Math teachers needs additional training around the interventions and strategies needed to move students rapidly and successfully to achieve proficient scores in their grade level assessed against the Missouri Learning Standards.  Students need access to additional math intervention resources to practice solving problems on the computer and build math fact fluency. |

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| **Root Cause Analysis #2** | |
| **Need #2 - Please describe the need:** | Students will increase their ELA proficiency scores on local and standardized assessments by the end of the 2021-2022 school year by at least two grade levels. |
| **Why?** | ELA teachers lack strategies to effectively differentiate instruction as students GLEs range from 2nd to 12th grade ability. |
| **Why?** | There is not enough instructional time for ELA teachers to provide all the necessary interventions to raise students’ skills to grade level. |
| **Why?** | The majority of the teaching staff in other academic content areas lack an understanding of how to support struggling readers within their own content. |
| **Why?** | CVPA does not have a reading intervention position or other trained teacher to assist with effective push-in/ pull-out interventions. |
| **Why?** | Students in 10th grade lack the skills to achieve and maintain 78% proficiency score or better on the ELA End of Course exam. |
| **Root Cause** | As the culture of literacy evolves at CVPA, ELA teachers need additional training around the RTI model to support struggling students with quality interventions.  The ELA teachers need support from the curriculum coordinator to develop quality instructional materials to foster reading growth. |

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| **Root Cause Analysis #3** | |
| **Need #3- Please describe the need:** | The confidence and competency of teachers will increase by focusing on the culture and climate of the school, leading to teachers feeling a connection to the mission and vision of the school, and support of the SLT and colleagues. |
| **Why?** | Struggling teachers experience more challenges with classroom management. |
| **Why?** | Teachers report low confidence in their abilities as a teacher and feeling unsuccessful as a teacher, |
| **Why?** | Teachers feel “adult trauma/stress” and struggle with wellness. |
| **Why?** | Teachers feel unsupported at time. |
| **Why?** | Teachers don’t feel a connection to the mission and vision of the school at times. |
| **Root Cause** | Teachers and staff need to understand the connection of the vision and mission to their why for choosing to be a teacher, along with inclusive and trauma informed practices to alleviate some of the emotional distractions. |

See page 11of DESE’s LEA/School Improvement guide for sample info: <https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf>

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| **School Parent and Family Engagement Policy \***[**DESE’s Consolidated Application**](https://dese.mo.gov/sites/default/files/qs-fc-Consolidated-Fed-Prog-Plan.pdf) |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** |
| **Program Evaluation Results** |
| **How does your school seek and obtain the agreement of parents to the parent and family engagement policy?** |
| The school seeks to obtain the agreement of parents via e-mail, written, and orally during virtual and in-person classroom meetings. |
| **What are the strengths of family and community engagement?** |
| Currently we have an active parent group that initially met bi-monthly and are currently meeting monthly virtually. Parents felt that the monthly meetings helped to improve their knowledge and practice of parental involvement. Parents also felt that the presenters were knowledgeable about the subject matter and the content covered was satisfactory. |
| **What are the weaknesses of family and community engagement?** |
| Parent communication has improved considerably, but without students being present access to families has been limited. |
| **What are the needs identified pertaining to family and community engagement?** |
| Parents expressed an interest in continuing the monthly virtual Check and Connect Parent Meetings. |

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| **Policy Involvement** |
| **How are parents involved in the planning, review, and improvement of the School-wide plan?** |
| Parents are invited to attend meetings and provide written and oral input. |
| **How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?** |
| Parents are encourage to give input both written and verbally. Parents also complete a survey for the school’s review. |
| **How is timely information about the Title I.A program provided to parents and families?** |
| Information regarding the Title I meeting is sent out via e-mail to parents, and a robo-call is also made. The FCS also makes personal phone calls inviting parents to the meetings. |
| **What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?** |
| Parents will be provided with data via e-mail. Info will also be available for review via school website. Parents will also be able to attend. |

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| **Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| **What are the ways in which all parents will be responsible for supporting their children’s learning?** |
| Make sure students attend school at least 95% of the time. Support the school dress code, and discipline code. Support my student reading, learning after school time. Attend parent teacher conferences. Volunteer and possibly serve on PTO board. Be aware of my students’ extracurricular activities and encourage participation. Be an active participant in my child’s learning experience. Regularly talk with my child about school and stay in contact with my child’s school. |
| **Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.** |
| To ensure high quality instruction, the SLT ensures highly qualified teachers are hired in both the academic and the arts, conducts focused instructional walks to provide feedback to improve instruction in the classroom, intentionally builds leadership capacity within all teachers, creates a positive and safe school climate, and is fiscally responsible to meet the needs of the building. |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand |

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| **School Capacity for Involvement** |
| **How does the school provide assistance to parents in understanding the following items?**   * **Missouri Learning Standards** * **Missouri Assessment Program** * **Local Assessments** * **How to monitor a child’s progress** * **How to work with educators to improve the achievement of their children** |
| The school will conduct mini parent sessions on Missouri Learning Standards, Missouri Assessment Program, and Local Assessment during the open house event and will make info available to parents during registration. Information will also be available for review in the Parent Resource Room. |
| **How does your school provide materials and trainings to help parents work with their children to improve achievement?** |
| The school will conduct mini parent sessions on Missouri Learning Standards, Missouri Assessment Program, and Local Assessment during the open house. Information will also be available for review in the Parent Resource Room. |
| **How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?** |
| Parents will be invited to speak with staff about communication during Professional Development trainings. Teachers will be required to make contact with parents on an on-going basis. Contact will be noted and monitored via parent log by administrators. |
| **How does your school implement and coordinate parent programs, and build ties between parents and the school?** |
| Parents will be invited to attend staff Professional Development trainings to speak on the importance of two-way communication. Parents will be encouraged to volunteer and serve on the PTO Board. The school will seek input from parents when developing the School-wide Plan. The school will incorporate grade level parent groups. |
| **Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.** |
| Parents will be encouraged to utilize the resources in the Parent Resource Room. The FCS will be readily available to assist parents utilizing the Parent Resource Room. Parents will be encouraged to volunteer and serve on the PTO Board. |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
| Parents and family members who have limited English proficiency, disabilities, or migratory children will be provided with specific resources to support them. We will provide information and school reports in a format and language parents can comprehend. |

**Summary Statements**

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| **Summary of the strengths and weaknesses relative to Family and Community Engagement.** |
| The strengths of CVPA Family and Community Engagement are keeping parents informed by sponsoring parent workshops to assist families with EOC testing, College and Career Readiness goals, post-secondary plans and attendance/academic concerns. The principal has an open-door policy and there is quick access of staff through e-mail.  The weakness of our Family and Community Engagement would be communication from school to parent, as well as having correct working phone numbers and addresses of families. Other challenges include limited use of the parent portal by the parent and our inability to provide transportation for families to attend the meetings at school. |

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| **Summary of the strengths and weaknesses relative to the school context and organization.** |
| It is our objective to support staff and students to achieve at their best academic, social, and emotional level throughout their entire high school experience. We are focused on implementing high quality instruction in the mathematics and English Language Arts, including reading. Additionally, working to increase student attendance and maintaining the positive culture and climate of the school. |

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| **Summary of Needs Assessment and Priorities for 2021-2022** |
| *Summarize your current progress as a school, what is going well, where there is room for growth. Outline your* ***2*** *priority areas of focus/programmatic shifts you will make to ensure success during the 2020-21 school year.*   1. Identify specific reading strategies to be used consistently across all contents to improve student literacy. 2. Create informative assessment designed to identify obstacles to student mastery on priority standards and use of data from the informative assessments to improve instructional/intervention methods. |

**SECTION 3**

**The Goals and the Plan**

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| **The Goals and the Plan**  **\***[**DESE’s LEA/School Improvement Guide**](https://dese.mo.gov/sites/default/files/LEA-School-Improvement-Guide-2019.pdf) | | | | |
|  | | | | |
| **Goal #1 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | ☑**Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff. | | | | |
| CVPA will retain at least 80% of teachers rated proficient or distinguished on the PBTE from the 2020-2021 2021-2022 school year.  CVPA will retain at least 90% of first-year teachers from 2020-2021 to 2021-2022. | | | | |
| **Leadership Development Plan** | | | | |
| Based on your need's assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*  Providing high-quality professional development to teachers   * Supporting first year teachers * Creating systems to establish a clear focus on attaining student achievement goals   ☑ Creating a collaborative and data-driven culture through PLCs  ☑ Establishing a positive culture and climate  Becoming an effective instructional leader | | | | |
| **Priorities:**  In addition to traditional support for new teachers including mentors, district orientation, the St. Louis Plan and traditional opportunities to support  and grow teachers;  1a. Sustaining a culture that is aware of trauma informed practices aligned to the school’s mission/vision  1b. Professional development around Safe Zone training and trauma informed practices, culturally responsive pedagogy and inclusion practices.  2. Leading development in instructional and classroom management skills of successful teachers and staff members to instill requisite competence, sense of success, and self-confidence | | | | |
| **Funding source(s):** Comprehensive funds | | | | |

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| **Priority # 1** | 1a. Developing a culture that is aware of trauma informed practices aligned to the school’s mission/vision  1b. Professional development around Safe Zone training and trauma informed practices, culturally responsive pedagogy and inclusion practices | | |
| **Evidence-based strategy** | Yearlong training and monitored practices of trauma informed practices; becoming a culturally responsive school; and culturally responsive pedagogy (through content, pedagogy as well as building and sustaining relationships with students). Yearlong training and monitored practices in culturally responsive pedagogy and inclusive practices. | | |
| **Cost to support implementation of strategy:** | **See above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| CVPA will incorporate a new teacher induction program and provide a monthly PD schedule for all new staff. The SLT will meet with all mentor teachers and their mentees to establish expectations and address concerns. Every staff member will receive training on Trauma Informed practices, inclusion and culturally responsive pedagogy. | Principal, school leaders, and staff will participate and demonstrate implementation of trauma informed practices, inclusion and culturally responsive pedagogy (through classroom observations, tracking moves and action steps, and Excellent Classroom rubric). Principal will provide evidence of “developing” school culture development (high expectations, indicators on School Culture rubric). | Principal, school leaders, and staff will participate and demonstrate implementation of trauma informed practices, inclusion and culturally responsive pedagogy (through classroom observations, tracking moves and action steps, and Excellent Classroom rubric). Principal will provide evidence of “developing” school culture development (high expectations, indicators on School Culture rubric). Principal will cite examples of knowledge of each teacher or staff member and his/her continued progress and sense of membership in school. | Staff survey will be developed and given on school climate and culture, understanding and implementation of trauma informed, inclusion and culturally responsive pedagogy practices.  Student survey will be given on culturally responsive school indicators (ex. Tripod survey), 90% new teacher and staff and 80% all staff retention. |

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| **Priority # 2** | 1. Leading development in instructional and classroom management skills of successful teachers and staff members to instill requisite competence, sense of success, and self-confidence | | |
| **Evidence-based strategy** | Year-long training and monitored practices of Trauma Informed practices; becoming a culturally responsive school; and culturally responsive pedagogy (through content, pedagogy, AND relationships with students) and classroom management. We will build each teacher’s instructional strengths and competence, and sense of command through supervisor training and implementation of culturally responsive pedagogy, TESA, classroom management and de-escalation strategies, and research-informed practices in content delivery pedagogy, and relationships with students to develop, improve, and monitor/feedback teacher practice. | | |
| **Cost to support implementation of strategy:** | **See Above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| Principal and school leaders’ development review and year-long implementation plan of goal strategies and professional development plan for all staff will be established.  Principal and leaders’ demonstration of proficiency in depth of understanding of school culture, change, and culturally responsive pedagogy structures (to be embedded in opening of school meetings and school-year comprehensive plan).  Principal begins process to know each teacher or staff member along with his/her strengths and talents, motivation, and goals for the year. | Principal, school leaders, and staff participation and demonstration of implementation of TESA, classroom management, culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal cites examples of any walkthroughs with supervisor observations data and review of lesson plans will indicate 100% of teachers approaching or proficient in classroom management, student engagement, and motivating lessons. Principal cites examples of support and intervention strategies with teachers. | Principal, school leaders, and staff participation and demonstration of implementation of trauma informed practices and culturally responsive pedagogy (through classroom observations tracking moves and action steps and Excellent Classroom rubric) Principal cites examples of any walkthroughs with supervisor observations data and review of lesson plans will indicate 100% of teachers proficient in classroom management, student engagement, and motivating lessons. Principal cites examples of support and intervention strategies with any teachers struggling in any of the categories above.  Principal holds “wellness/stay” conversations with staff. | Staff survey of all staff on school climate and culture, professional self-confidence, understanding and implementation of trauma informed and culturally responsive pedagogy practices  Student survey on teacher expectation, membership, engagement, and culturally responsive school indicators (ex. Tripod survey), 90% new teacher and staff and 80% all staff retention. |

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| **Goal #2- Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | * **Pillar 3:**   **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | ☑**Pillar 4:**  **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading** | | | | |
| 80% of students will grow at least one grade level in reading by May 2022 on the STAR reading assessment. | | | | |
| **Reading Plan** | | | | |
| Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| 1. Implementation of Tier 2 and 3 strategies, and supporting professional development to improve reading and ELA proficiency of students who are 2+ years behind in reading.  2. Implement comprehensive\* literacy instruction and supporting professional development to improve reading proficiency across all content areas and Tier 1 in all ELA classes through across-content reading comprehension strategies and incorporating Guided Reading in ELA classes | | | | |
| **Funding Source(s): Comprehensive Funds** | | | | |

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| **Priority # 1** | 1. Identification of building-wide reading strategies and supporting professional development to improve reading scores of students who are 2+ years behind in reading. | | |
| **Evidence-based strategy** | 1. Implementation and staff training using evidence-based assessment and re-teaching strategies and programs including Scantron-identified links 2. Expand schedule to provide increased time for ELA and additional period for reading intervention instruction and tutoring.to match student needs. | | |
| **Cost to support implementation of strategy:** | **See above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of ELA and requisite support staff analyzed previous-year student assessments and growth.  Principal, teachers, and support  staff will receive training in  RTI strategies.  ELA class interventions use, analysis, and reteach strategies of data normed and district common formative assessments. | 75% of students show at least  0.75 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers approaching or proficient on implementing evidence-based strategies and re-teaching strategies based on informative assessments in ELA. | 80% of students show 1.5 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers proficient on implementing evidence-based strategies and re-teaching strategies based on informative assessments in ELA. | 80% of students show 2.0 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers proficient on evidence-based strategies and re-teaching strategies based on informative assessments in ELA. |

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| **Priority # 2** | Implement comprehensive\* literacy instruction and normed and district common formative assessments and coinciding professional development to improve reading proficiency across all content areas and Tier Improve reading instruction in all ELA classes \*(across-content reading comprehension strategies and incorporating Guided Reading in ELA classes) | | |
| **Evidence-based strategy** | 1. Leaders and Staff training and Implementation of reading comprehension resources (I will send specifics) and instructional strategies utilized across-content areas routinely 2. Staff training, lesson development, and Implementation of STAR, Scantron, and District Common Formative Assessments; Guided Reading units, Guided Reading templates for ELA and Readers Workshop lessons, Guided reading centers in ELA, | | |
| **Cost to support implementation of strategy:** | Reading PD All content $2,500.00 a day X 8 = $20,000.00  Reading Coach & PD= $80,000.00 | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of ELA and requisite support staff analyzed previous-year student assessments and growth.  Principal, teachers, and support  staff will receive training in  RTI strategies.  ELA class interventions use, analysis, and reteach strategies of data normed and district common formative assessments. | 75% of students show at least  0.75 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers approaching or proficient on implementing evidence-based strategies and re-teaching strategies based on informative assessments in ELA. | 80% of students show 1.5 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers proficient on implementing evidence-based strategies and re-teaching strategies based on informative assessments in ELA. | 80% of students show 2.0 GLE and SGP growth on Scantron-scaled score progress indicators “at or above” growth on Scantron assessment, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers proficient on evidence-based strategies and re-teaching strategies based on informative assessments in ELA. |

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| **Goal #3 - Check the appropriate Transformation 3.0 Pillar this goal falls under:** | | | | |
| * **Pillar 1:**   **The District creates a system of excellent schools** | * **Pillar 2:**   **The District advances fairness and equity across its system** | ☑**Pillar 3:**  **The District cultivates teachers and leaders who foster effective, culturally responsive learning environments** | * **Pillar 4:**   **All students learn to read and succeed** | * **Pillar 5:**   **Community partnerships and resources support the District’s Transformation 3.0 Plan** |
| **SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics** | | | | |
| 100% of students will show improvement when assessed throughout the school year based on STAR reading growth measures, and the district’s common formative assessments, and will improve 1 assessment level (ex. Basic to Proficient for Q1 to Q2) in mathematics by May 2022 based on EOC scores. | | | | |
| **Mathematics Plan:** | | | | |
| Based on your need's assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.* | | | | |
| **Priorities:** | | | | |
| Implementation of research-based intervention strategies and supporting professional development to identify and “fill” gaps in students’ prior knowledge and for continuous improvement student proficiency of performance on assessments of mathematics standards. Implementation of quality mathematics instruction and coinciding professional development for all students’ continuous improvement on mathematics skills and standards. | | | | |
| **Funding Source(s):Comprehensive Funds** | | | | |

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| **Priority # 1** | Implementation of research-based intervention strategies and coinciding professional development to identify and “fill” gaps in student prior knowledge and for continuous improvement student proficiency for performance on assessments of mathematics standards. | | |
| **Evidence-based strategy** | 1. Staff training in-depth analysis and “unpacking” of mathematics standards and implementing evidence-based programs including Scantron-identified links and re-teaching strategies based on district common formative assessments to fill identified “gaps” in learning.  2. Schedule additional time for double-dose mathematics instruction and in-school and after-school tutoring. | | |
| **Cost to support implementation of strategy:** | **See above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of Mathematics teachers and support staff will analyze previous-year student assessments and growth.  Principal, teachers, and support staff will have received training in research-based mathematics programs and class interventions using data analysis, and re-teach strategies of data normed and district common formative assessments. | 100% of mathematics teachers have identified students’ proficiency on standards (“the basics”) and begun “gap filling” intervention strategies.  80% of students are at 50th%ile SGP or “at or above” growth on Scantron assessments, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers approaching or proficient at implementing evidence-based strategies and re-teaching strategies based on informative assessments in mathematics. | 80% of students are at 50th%ile SGP or “at or above” growth on Scantron assessments, and proficient on district common formative assessments.  Walkthrough observations and review of lesson plans indicate 100% of teachers are proficient implementing evidence-based strategies and re-teaching strategies based on informative assessments in mathematics. | 100% of students show are at 50th%ile SGP or “at or above” growth on Scantron assessments and 50% proficient on district common formative assessments and 65% proficient/advanced on EOC exams. |

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| **Priority # 2** | Staff training in-depth analysis and “unpacking” of mathematics standards and implementing evidence-based programs including Scantron-identified links and re-teaching strategies based on district common formative assessments to fill identified “gaps” in learning. | | |
| **Evidence-based strategy** | Leaders and staff training in-depth analysis “unpacking” mathematics standards; implementing elements of quality planning, instruction, and assessment and utilizing re-teaching strategies based on district Common Formative Assessments to fill identified “gaps”. | | |
| **Cost to support implementation of strategy:** | **See above** | | |
| **Indicators of Success** | | | |
| **August** | **December** | **February/March** | **May** |
| 100% of Mathematics teachers and support staff will analyze previous-year student assessments and growth.  Principal, Teachers, and support staff will have received training in quality planning, instruction, and assessments to guide research-based interventions, use, analysis, and re-teaching strategies of data normed and district common formative assessments.  100% of SLT and teachers participate in Professional Development focus on alignment to standards and curriculum framework; pacing guide, and orientation to skills and material. | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 100% of teachers have begun using data meetings to inform decisions and re-teaching.  75% of mathematics teachers approaching proficient or proficient in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback). | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 100% of teachers have begun using data meetings to inform decisions and re-teaching.  100% of mathematics teachers approaching proficient or proficient in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback). | Walkthrough observations and review of data meetings, lesson plans, and instruction (re-teaching) indicate 100% of teachers have begun using data meetings to inform decisions and re-teaching.  100% of mathematics teachers proficient in five (of seven) Excellent Classroom Tool rubric (Learning objective, Lesson structure and pacing, formative assessment, Student Engagement and Participation, and Questioning and Feedback). |

**\_\_\_\_\_\_\_** Dr. Kacy Seals-Shahid**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_April 27, 2021\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Date**

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**Network Superintendent Date**

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**Superintendent Date**

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**State Supervisor, School Improvement Date**